



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER

Katy's Recipe for Success!



"15 Minute Vegan sold 100,000 copies really quickly and was translated into other languages."

Former Longcroft student Katy Beskow has a passion for vegan cookery, and she's made a highly successful career of it. Just before half term she came to talk to Year 10 pupils about the joys of being a food writer, and why veganism is so important to her. Pupils also watched Katy create a mouth-watering vegan pasta dish, had a stimulating Q & A session, and learned about the cookery publishing business.

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It was in 2013 when Katy began the vegan recipe blog Little Miss Meat-Free. A year later she was teaching cookery classes, and writing for a national magazine. She won Vegan Bake Off in 2014. Alfie wanted to know if Katy had met any famous chefs; particularly Gordon Ramsay.

■ *"I've not met Gordon Ramsay, but I've met Jamie Oliver and Mary Berry."*

Veganism has become increasingly popular in recent years, with more and more people concerned about a healthy diet and lifestyle. Vegans choose not to eat animals and avoid eating dairy, eggs, and honey as well as not wearing leather, fur or wool or using cosmetics or chemical products tested on animals. Jayden wanted to know if Katy had found it challenging when she first became a vegan.

■ *"Yes, I had to cook everything from scratch, and I missed chocolate covered Turkish Delight! In those days, veganism was much rarer."*

Alfie asked Katy what prompted her to go vegan and if she had ever eaten meat.

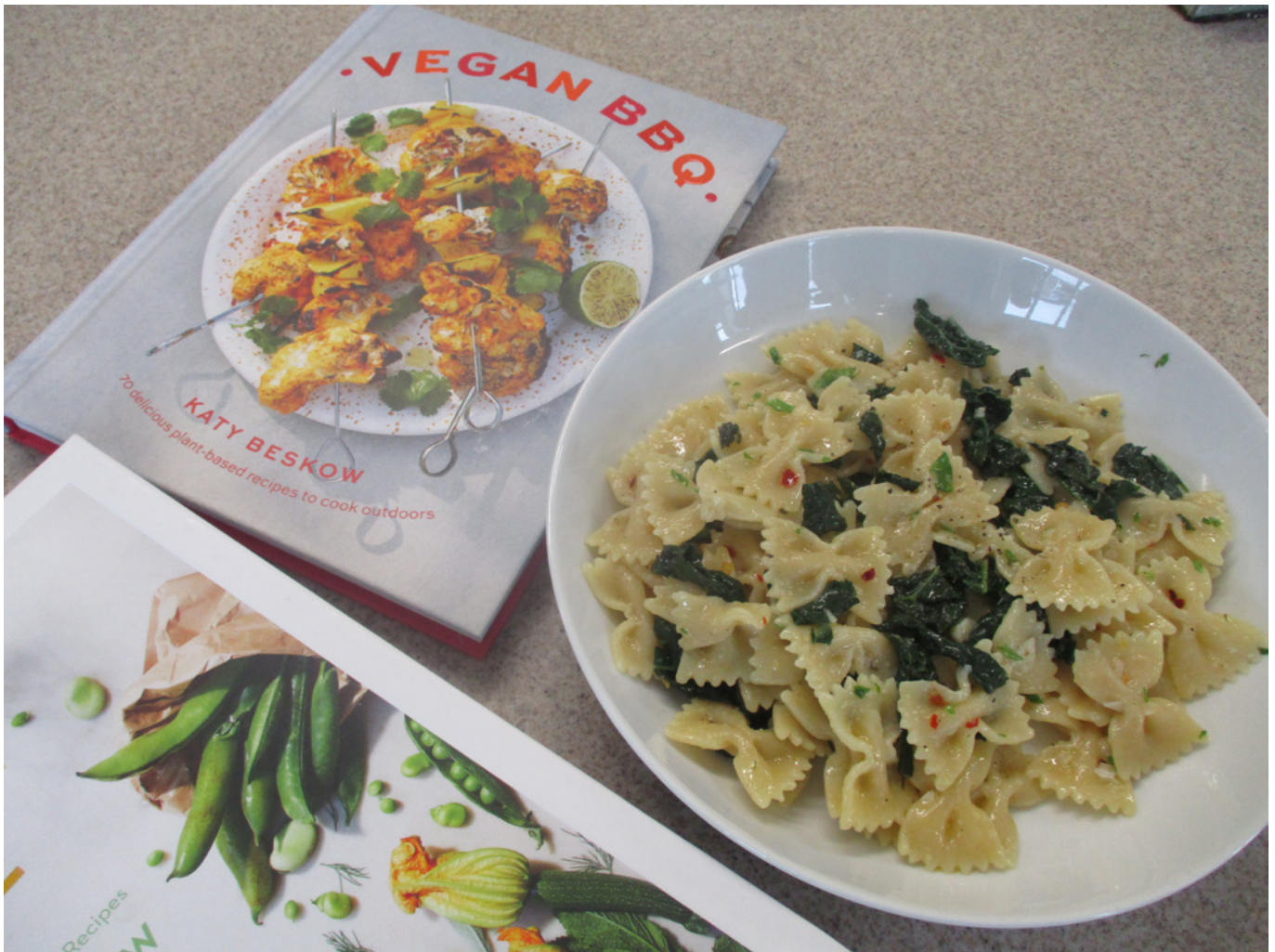
■ *"Yes, as a child. My Mum was a really good cook but I never liked the taste of meat and so I became vegetarian when I was really young. I went vegan when I started university in London; it seemed a much cheaper option and there were ethical decisions to think about. Nowadays there are lots of meat alternatives, but these can be heavily processed and expensive. I think we're all a lot more aware about eating healthy food now, and cost is a big factor."*

Katy began demonstrating how to cook tagliatelle with Cavolo Nero, chilli, lemon and parsley. She chatted to pupils as she chopped and boiled the pasta.

■ *"I'm using egg free pasta as it's vegan, but you can use any pasta. This black kale is in shops now. It's always best to use ingredients when they are in season. They are cheaper and they taste better. I don't like wasting food, so what I don't use today can go in a stir fry tomorrow."*

Use fresh ingredients as much as you can; you can store lemons in a fridge for weeks, but you must remove them well in advance of use to get the most juice out.

Being a vegan, I use unwaxed lemons as waxed ones can contain animal ingredients like shellac, which is derived from insects."



Pupils listened attentively and were eager to sample the pasta dish which took only a few minutes to prepare and cook. The aroma was fabulous. How did it taste?

Isabel was very impressed:

"It's really light and summery, and the lemon is really refreshing."

Millie agreed:

"There's a lot of flavour and it's spicy, and the kale is sweet. It's delicious."

Although Katy prefers a plant-based diet herself, she's not on a mission to convert others if they prefer something else. She just wants people to try her recipes because they are quick, easy, and healthy. She's aware that some people have a very negative view of vegan food, and she wants to change that. She sees vegan cookery as just another cuisine option, like Mediterranean food, or Mexican. You don't have to be vegan to enjoy her recipes. Jayden was not expecting to like the tasting session, but he was pleasantly surprised:

"It's actually really nice, even though I'm not vegan. People think vegan food isn't nice, but this really is."

Katy will shortly be releasing her twelfth vegan cookbook. Alisha wanted to know how Katy became a food writer.



"I was living with my mates in a shared house. I often cooked and they kept asking me to write down recipes. Eventually I started a blog for friends and family and then The Independent newspaper commissioned me to write a piece, and I started writing for Holland and Barrett. Then I got an idea for a book and approached a literary agent and got a book contract. I was very lucky, and I've been with the same publisher, Quadrille, ever since."

Millie asked which was Katy's most popular book?

"15 Minute Vegan sold 100,000 copies really quickly and was translated into other languages. It got a plug on the Steve Wright show on Radio 2 and that really boosted things. I got to talk about it and at the time there were very few vegan cookbooks."

Charlotte wanted to know when Katy began cooking professionally and what she most liked about her work.

"I began cooking professionally in 2016. I originally trained as a physiotherapist and worked for the NHS for 8 years, but cookery was always my passion. I love what I do. I get to be my own boss; I can plan my day. Of course, you need to be self-disciplined, but it's really good fun. On a normal day I might write a cookery piece, do some recipe tasting or cooking for a book, and some photo shoots with the team. We've worked together for a long time now and we get on really well, it's like a family."

Ms George commented on how good the images are in Katy's books and asked for some tips.

"The photos take about three weeks to shoot. There are so many stylists, including food stylists. We call them food fluffers. The photographers do an amazing job. They usually use natural light to avoid that yellow glare, and they use white paper to reflect the light."

Alisha wanted to know if it was easier for Katy to sell her books now than when she began her career?

"Yes, as veganism has become more popular it's become much easier. People are looking at lots of different topics and themes. Also, you don't need to be a vegan to eat and enjoy vegan food – that misconception is going away."

As well as writing Katy also tutors at the Yorkshire Wolds Cookery School where she teaches small groups of adults.

"It's really fulfilling. You learn so much about cooking from other people's memories. Food is so nostalgic. It's very inspirational."

Katy is certainly inspirational too. She clearly loves her work and is a great ambassador for her profession. As Ms George commented:

"Katy's absolutely fabulous, and so enthusiastic. She's inspired me to try some new recipes, and do something different."

Our pupils were also impressed, as Jack said:

"The books are great and have some really good pictures. The food looks really appetising."

Elise is eager to try some vegan cookery too.

"I'd like to try all the recipes to see how they taste and broaden my palette."

Huge thanks to Katy for visiting Longcroft. It's such a treat for our pupils and students to learn from successful practitioners, and never more so than when they are former students too and so embody Longcroft's values of Great Heart, Thought and Vision.

Thank you also to Katy for donating some of her fabulous cookery books to the school library. They are currently on display with a range of food books. Do encourage your children to read them.

"Veganism is not a sacrifice. It is a joy."
—Gary L. Francione



Reward Totals

So far this term our pupils have been awarded the following rewards for acting with Great Heart, Thought and Vision:



Acts of Great

HEART

89,534

THOUGHT

440,408

VISION

285,331

GRAND

TOTAL:

815,273





LOWER SCHOOL



Mr Worthington writes:

Welcome back to all our pupils for the final half term of the year. I hope that everyone had a restful week, and that the children all enjoyed the sunshine if they managed to find any!

Firstly, I want to highlight and celebrate the progress in football of Year 7 pupil Harvey. A goalkeeper like myself, Harvey has been playing football since he was five years old. He played for the East Riding last season and is currently on trial with Sheffield Utd. In a match against Leicester City Academy Harvey played brilliantly and the team won 9-4. Congratulations Harvey – I look forward to discussing your progress as a goalkeeper with you!

This week, we celebrated our third Year 5 STEM and Sports Day. In collaboration with the School Sports Partnership, we welcomed over 400 pupils from local primary schools to take part in a variety of different sporting activities, as well as



Science, Mathematics and Art sessions led by our school staff. A special thanks must go to Longcroft's School Sports Coordinator, Mrs Henderson, for her hard work and dedication in making the day possible. Reflecting on the day, Mrs Henderson said: "The most important part for me is seeing the children having fun on our school site, being active, and enjoying plenty of new experiences."

On the field, the children enjoyed events ranging from teamwork skills, literacy and numeracy through exercise, football and rounders as well as an opportunity to set



a record in who could hit a ball the hardest with a cricket bat as monitored in a speed challenge. In some cases, the primary school teachers also got involved in that particular challenge and didn't necessarily come out on top either! It was wonderful to see children enjoy the array of opportunities on our sports fields. Some of the children were so keen, they got a bonus tour of our tennis courts by our Headteacher Mr Perry.

On hand throughout were our Sports and STEM Leaders. This group of Lower School pupils helped to coordinate the event, working with the different groups of children and acting as ambassadors for the role. Our Sports and STEM Leaders have an important job in the school, assisting in events after school to promote healthy living and an ethos of participation in sporting activities. Amelia said: "It was exciting to spend time with the children and helping them with their activities, they had a great day!" Summer added: "I enjoyed doing something different today, the children were really engaged and it was great to see them having fun."

STEM is an acronym for Science, Technology, Engineering and Mathematics and represents subjects and careers in this area. As part of the STEM area of the day, children enjoyed competitions in Science, designing rollercoasters that could allow a marble to run for the longest time. Oscar said: "I enjoyed experimenting with the different materials, adding friction into the run to make it run slower." The Science Team ran a live leader-board so the children could see how they had got on during the day. Head of Science Mrs Scott said: "All of the children were so engaged today; two primary schools are going to run the activity again and let us know if they have improved! They enjoyed it that much. It's good that the schools are going to keep in touch." Our Transition Team is keen to promote these effective, long-lasting partnerships with primaries, and would love to continue with further outreach events in the future.



As part of the Mathematics challenge, pupils were flexing their maths muscles, working with geometry and angles. Willow said: "Trying to measure out the straws and see the maths was fun, I then enjoyed making our creations!" The children were very enthusiastic in these sessions, some keen enough to push themselves into the realms of Pythagoras' Theorem as part of our "stretch" part of the session, which is especially impressive for Year 5 children! Mrs Powell was particularly impressed with the children's approach to their challenges and said that their effort levels were impeccable, with a desire to learn new skills.

We offered Engineering sessions under the STEM umbrella. Children were encouraged to use the engineering design process of defining a problem and planning for solutions before making models, testing them and then ultimately

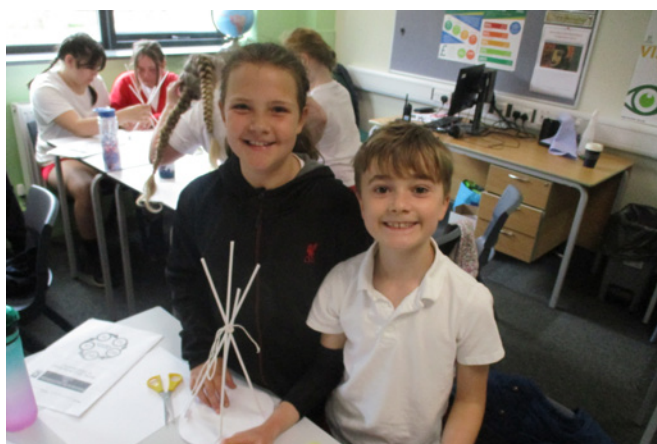
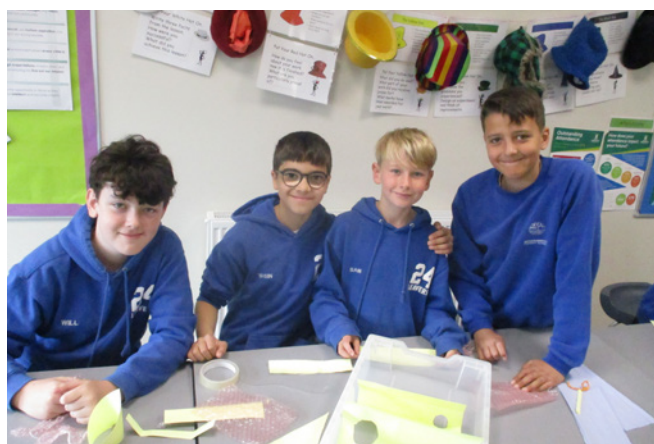
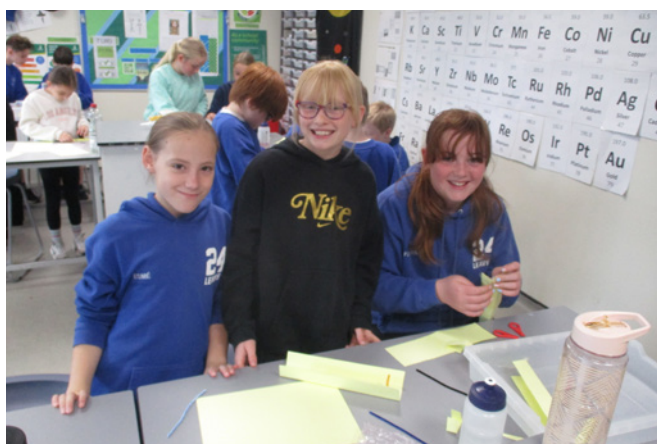




reflecting and designing. The problem was to build a freestanding support for a tennis ball as high as possible off the ground whilst withstanding a gust of wind from a hairdryer. This was to model the real issue of building telephone masts in countries with extreme weather. Mr Henderson said: "I was very impressed with the resilience of the children and how they quickly adapted models to make them improve further. Some of the children relished the elements of trial and improvement."

The day was a great success; we look forward to welcoming the children back into school in September for our Longcroft School Open Evening. Please keep an eye on future Newsletters for a further update relating to the date and time.

Mr Worthington
Head of Lower School





Congratulations to our Lower School pupils on the number of ClassCharts rewards they are receiving each week. The pupils who earned the most rewards last week are listed below.



Year 7

Olivia Radley
Ava Spink
Olivia Chilcott
Chloe Turner
Amalie Wade
Ben Muralee
Elias Chapman
George Hogg
Oscar Purchon
Owen Harper

Year 8

Luke Hiles
Henrik-Bror Berntsson
Scarlett Wood
Lilly Pyle
Nathan Steele
Sienna Rasen
Neve Meagher
Charlie Woolfitt
Holly Ruston
Lydia Chapman

Year 9

Sam Al Budri
Gracie Pawson
Alicia Hicks
Maisie Foster
Kathryne Sowerby
Ava Moore
Ben Smedley
Charlotte Burnett
Lexie Burke
Poppy Cooper

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving ClassCharts rewards for Great Vision to every pupil with 100% attendance the previous week. These pupils are then entered into a draw and the winner receives a £5 Amazon voucher.

Last week's winners were:

Year 7: Max Dixon

Year 8: Holly Gray

Year 9: Olly Bruton

UPPER
SCHOOL**Mr Henderson writes:****Harry's Success**

I am delighted to feature photos of Year 11 pupil Harry who has been combining his studies at Longcroft with a day each week at Beverley's East Riding College.

Harry's tutor Jeremy Hara explained: "Harry is pictured completing some stretch and challenge work in the form of building an arch. Normally a Level 1 student would not get the chance to build a complex wall, however Harry has exhibited the dedication, skill and passion for the craft and showed meticulous attention to detail, which is evident in these photos." Congratulations Harry!

**Year 10 Revision Evening**

On Thursday the 23rd May we held our first Year 10 Revision Evening, the subjects in focus being Maths and English. The evening gave both pupils and parents a look at exam materials, exam technique and areas in each discipline that we have identified to really focus and develop, in the run up to the Year 10 exams. We also saw sessions on revision techniques, The East Yorkshire Sixth Form and making the most of online learning. It was brilliant to see around 180 people on the evening which shows the pupils' focus and desire to succeed, with the full support of parents and school.

We also handed out a booklet containing the topics to be covered in each exam and the mock timetable. It also includes a revision guide template for pupils to use in the run up to the exams and advice for this important period. Copies are available at Reception. By introducing this new evening into our calendar and the information booklet, our Year 10 pupils are on the way to showing fantastic progress in their Year 10 Mock Examinations.



Examples of information included in our Booklet.

AQA Drama

Section A - Types of stages, Job roles in Theatre and Stage Positioning.

Section B - Blood Brothers

Revision booklet handed out in class.

Online materials:

- » GCSEPod
- » Revision materials available at the Library:
- » GCSE Drama Blood Brothers for the Grade 9-1 Course – The Play Guide

EDEXCEL Music

Set works - Defying Gravity, Star Wars, Killer Queen, Afro Celts and Samba Em Preludio

Online material:

- » Teaching gadget/Focus on Sound/YouTube links
- » GCSEPod
- » Revision materials available at the Library:
- » CGP GCSE Edexcel Music: Complete Revision & Practice Revision Guide – includes Online Audio & Online Edition

AQA D&T

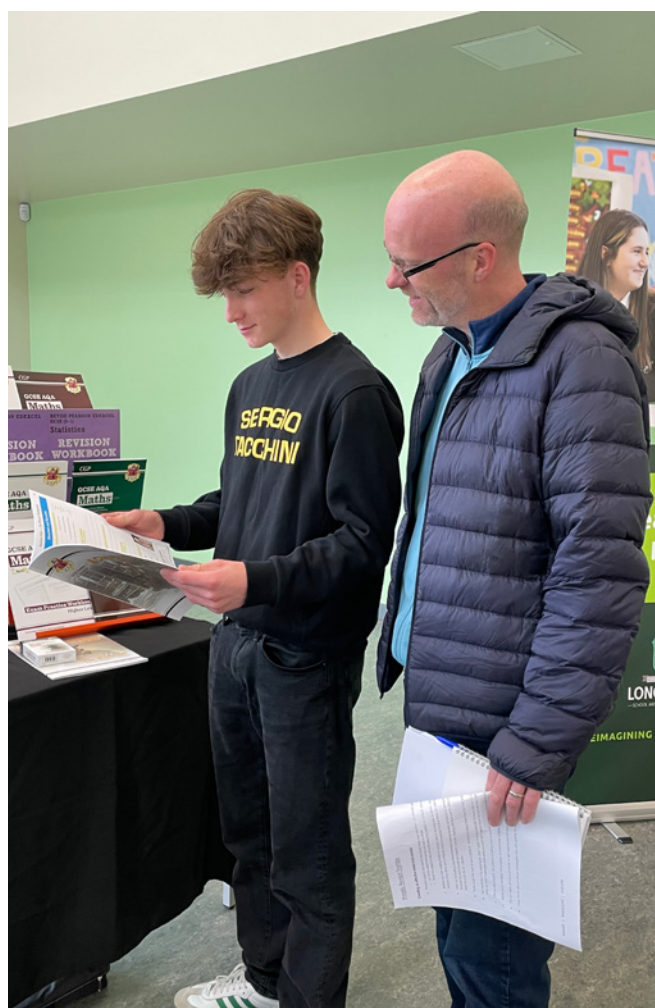
Section B : Specialist Technical Principles

Online materials:

- » Seneca Assignments & GCSEPod Assignments
- » Revision materials available at the Library:
- » GCSE AQA Design & Technology For the Grade 9-1 Course – The Revision Guide
- » The Pocket-Sized Revision Guide GCSE Design & Technology
- » Clear Revise illustrated revision and practice AQA GCSE Design & Technology 8552

Mr Henderson

Head of Upper School





Congratulations to our Lower School pupils on the number of ClassCharts rewards they are receiving each week. The pupils who earned the most rewards last week are listed below.



Year 10

Anika Matta
Joe Dawson
Sophie Flanagan
Evie Drinkall
Finn Bridgeman
Charlotte Britt
Elise Forster
Amelia Purchon
Luke Hancock
Rachel Harris

Year 10 GCSEPod Competition

Each week until the Year 10 Mock Examinations, the two pupils who have watched the most Pods and completed the most Check and Challenges will win £10 Amazon vouchers!

Congratulations to this week's winners -

Theo Waterson and Charlotte Britt.

Attendance Matters!

Each week we reflect on the importance of attendance at school by giving ClassCharts rewards for Great Vision to every pupil with 100% attendance the previous week. These pupils are then entered into a draw and the winner receives a £5 Amazon voucher.

Last week's winner was:

Year 10: Chloe Featherstone



Mr Chapman writes:



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

This week I have been speaking with Year 13 student James Kelly who has recently been accepted into the Police Force once he has completed his A Levels over the next fortnight.

What made you want to apply to be a police officer?

For as long as I can remember I have always wanted to be a Police Officer, I have a passion for helping people and this prompted my decision to join. I think that anyone who can help someone should help someone. I believe by helping others, you not only contribute positively to their lives but also enrich your own life in numerous ways. In addition to this, to be a part of such an amazing organisation as Humberside Police will further my personal development and allow me to develop into the best version of myself through training and the skills I learn from this job.

What is the application process?

The application process is very lengthy to ensure that all applicants are a good fit for the Police Force. You start by filling out a document with your personal information on, you list things such as your qualifications, any work experience you may have and your current employer. This is known as the "shortlist" in which people who are not a good fit for the job at that time are sifted out.

Next you partake in the "National Sift", this is two College of Policing assessments that determine if your morals align with that of a good police officer. You are assessed based on your understanding of the "Competency and Value Framework" (CVF) a document that police officers, staff, and volunteers should always follow. It outlines the values of a police officer, including critical analysis, integrity, conflict management, etc. If you pass this assessment, you move onto the next stage.

The next stage is a "Professional Discussion". You will be asked to answer the question "What would being a police officer at Humberside Police mean to you and why would you like to be one?" You can answer this question in various ways. I chose to do a PowerPoint presentation however you can do a speech or even just have a discussion about it. Again, you are assessed on your application of the CVF. This is followed by 10 minutes of questioning where you will be asked anything you didn't cover in the first 10 minutes. If you pass this, you move on to the final stage before your pre-employment checks.



The next stage is a "Competency based interview" in which you sit in front of a webcam and answer questions while you are recorded. This is another College of Policing assessment and once again you are assessed on your application of the CVF. You have to sit 3 assessments. In the first one, you are asked times in which you have shown certain skills; you are given 60 seconds to prepare and then 5 minutes to answer. Next, you are asked to assume the role of a PC and you are given some evidence and have to explain how you will navigate a situation. This assessment is an essay based one, so you are not recorded. The final one is like the previous one however instead of it being essay based, you have to talk to the camera as you have to for the first assessment in this stage. If you pass this stage, you are accepted into the police! All you need to do after this is pre-employment checks such as fitness, vetting, biometrics and drug tests.

What happened on the interview day?

On my interview day I travelled to the Humberside Police HQ at Priory Road. After entering my ID was checked then I went for my interview. The interview lasted 20 minutes and after that I set off back home. A few hours later I got an email I had passed and called my parents straight away while I was at the gym because I was so excited. Admittedly, my best mate and gym bro Ben found out first because he was at the gym with me.

What happens now that you have been accepted?

Now I've been accepted, I just need to wait for dates of pre-employment checks so they can get me a start date. At the moment, they are predicting my start date will be March 2025.

Where do you plan to work once in the police force?

I plan to make my way up the ranks in the police as I believe I can help the most people from the top.

Best of luck to James and all Year 13 students at this crucial time of the year.

Mr Chapman
Head of Sixth Form

THE EAST YORKSHIRE SIXTH FORM



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Ofsted 2023

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PERSONAL DEVELOPMENT



Mr Coupe writes:

As you can see from the photos, there has been a lot of activity around cycling at Longcroft in recent weeks. We are very grateful to the Sustainable Transport Team at East Riding of Yorkshire Council for their support in funding and providing a range of activities and interventions to encourage safe cycling among our pupils.

Already, earlier this year we had worked with R-evolution, who brought three disassembled bikes into school, and worked with a number of Year 7 and 8 pupils to build them up. We also had visits from the Sustainable Development Team earlier in the year to speak to pupils about the importance of cycle safety, as well as to hand out free lights, helmets and locks to our pupils. In addition, our Year 7 Active Travel Ambassadors have been working on a project to encourage active travel, including cycling, amongst our pupils. However, in the weeks before half term, as the weather improved, we moved our cycling programme up a gear (pun intended!)

Firstly, we were able to offer a Dr Bike repair session on Thursday 9th May. This involved mechanics from the Sustainable Transport Team coming in to school and checking the condition of all the pupils' bikes. We were particularly keen to check over the bikes of pupils who had signed up for our Bikeability programme, but the mechanics had time to look over all the bikes in the sheds, tightening brake cables, oiling chains and checking for roadworthiness.





On 15th and 16th May, we were able to facilitate the delivery of Bikeability training for 27 young people. This training involved working in groups of up to three pupils with a trainer, who took the pupils out onto local roads to show them the safest ways to cycle. This involved roundabouts, traffic lights and junctions, and the pupils developed a good awareness of how to cope in traffic. Pupils really enjoyed this training, and certainly learnt a lot about how to stay safe on our roads.

On 23rd May, we were able to take twelve pupils up to Dalby Forest for a mountain bike experience expedition. Prior to the trip, the pupils received two afternoons of training from the sustainable transport team in order to build up their mountain biking skills. On the day, we took the pupils up to Dalby Forest where they were able to use hired bikes and to continue to build their cycling confidence. On arrival, the pupils were allocated bikes, helmets, and gloves. After a couple of hours at the skills training park at Dalby, the pupils were ready to tackle some difficult terrain on the Blue Route through the forest. This takes cyclists out of low Dalby and up into the woods where our pupils experienced off road cycling. It was a challenging day for pupils where they had to push themselves, in some cases beyond their own comfort zone, but they got a huge amount out of the experience. There were thrills and spills as pupils tackled some of the more challenging parts of the blue route, but apart from a few grazes and some muddy clothes, we all returned safely. It was great to see our young people growing and developing so much by pushing them themselves beyond their boundaries and in the process learning more about their own resilience.

Overall, we're really grateful to the Sustainable Transport Team for all of the support they've given over this year to our cycling programme and we look forward to working with them further in the future to continue to develop safe, active, resilient young people.

Henrik said: "Dalby was so much fun and there were some funny moments!"



We're supporting Bike Week 2024

Be a #BikeHero this #BikeWeekUK

we are
cycling
UK


Bikeweek
10-16 June 2024

Dominic said: "I enjoyed my trip to Dalby Forest - I had so much fun. I would recommend it to other people as it is a great learning experience and great fun. I would like to go again with my family. Some parts are more difficult than others on the track but the best part was going down the hills. I got to have a day in the sun."

Mr A Coupe
Head of PSHE and
Careers Education

Be a #BikeHero this Bike Week

Together we can build a happier, healthier and greener world through cycling – and you don't need to wear a cape to do it!

Being a #BikeHero helps to:



Save the planet

Reduce emissions, increase air quality and protect nature



Save money

Cycling is one of the most cost-effective ways to get around



Save stress levels

Get outside for fresh air, freedom and a great work-out for your mind and body



SAFEGUARDING



Mr Rogers writes:

Fostering Cultural Competency: A Pathway to Inclusive Growth for Our Children

Introduction:

In our increasingly interconnected world, cultural competency is not just a valuable skill but a necessary one. It enables individuals to interact effectively with people of different backgrounds, beliefs, and customs. For children, acquiring this skill early on can lead to more inclusive attitudes and behaviours, enriching their personal and professional lives in the future.

Why Cultural Competency Matters:

Cultural competency helps children understand and appreciate differences, which can reduce prejudices and enhance social harmony. It fosters empathy, allowing children to see the world from multiple perspectives and adapt to various social settings more comfortably.

How Parents Can Cultivate Cultural Competency at Home:

1. Encourage Curiosity About Different Cultures:

Begin by introducing your children to various cultures through books, music, films, and cuisine. Encourage questions and discussions about different traditions and lifestyles, and provide them with factual, respectful answers.

2. Celebrate Diversity:

Participate in community events that celebrate different cultural festivals. This not only educates children about other cultures but also teaches them to respect and enjoy diversity.



3. Lead by Example:

Children learn a lot by observing adults. Show respect and openness in your interactions with people from different backgrounds. Avoid making stereotypical comments and correct any misinformation respectfully.

4. Encourage Language Learning:

Learning a new language can be a gateway to understanding another culture. Encourage your child to take language classes or learn together as a family activity.

5. Discuss Global Issues:

Engage in conversations about current events around the world. Discussing global issues helps children understand the complexities of the world they live in and the impact of culture on people's lives.

Benefits for Children:

Children who are culturally competent are more likely to excel in a globalised job market. They tend to be more adaptable, creative, and better problem solvers. Moreover, they are more likely to possess a deep respect for diversity and a commitment to fairness and justice.

By nurturing cultural competency, we not only prepare our children for a globalised world but also contribute to a more compassionate and inclusive society. Let us commit to educating ourselves and our children to understand, respect, and value diversity. Together, we can pave the way for a future where everyone is respected for who they are.

Mr Rogers

Deputy Headteacher

Head of Care and Achievement





Success!

Congratulations to our fabulous catering team on another 5* Food Hygiene rating!

The Food Standards Agency is an independent, non-ministerial department, which works across England, Wales and Northern Ireland. Its mission is 'food you can trust', and its vision for the food system is one in which food is safe, food is what it says it is, and food is healthier and more sustainable.

Award winning family business Mellors Catering Services, established in 1840 as a local bakery, is now the first choice contract caterer in the north for staff restaurants, schools and colleges. Mellors offer a bespoke service that is unrivalled, and we are delighted to congratulate the team on another success.



Summer Competition for the Primary Schools

We were delighted to host sporting events for our local primary school pupils prior to the half-term holiday.

Mrs Henderson, who combines her role as a member of our PE team with that of School Sports Coordinator, explained: "We had Quadkids athletics. The weather compromised us a little but we managed to adapt and still run the event. All pupils participated in four different athletics events - sprint, run, throw and jump. All the points added up to achieve a team result. Teams from both Years 3/4 and Years 5/6 participated from four schools with over 80 pupils enjoying the event. Congratulations to St John's Year 5/6 team and St Mary's Year 3/4 team who won on the evening."

Mrs Henderson added: "We followed this with a Tri-Golf event where all teams completed 8 stations of chipping and putting to score a team result. This event was for Year 3/4 and we had 100 pupils take part from 10 different schools. It's a fun event which the pupils really enjoy. Congratulations to Woodmansey who had the highest team score on the evening."

As well as organising these events, Mrs Henderson inspires the next generation of officials and leaders. She explained: "None of these events could run without the Longcroft pupils kindly volunteering their time to assist with officiating."





The Friends' Corner



fols@longcroft.eriding.net

Charity Reg No. 515674

Cash Draw Winners

Congratulations to the latest Cash Draw Winner:

May: **Parents of Charlotte Sutcliffe**

Entering the Cash Draw is quick and easy way to support FOLS.

Tickets are only £12 for the year and can be bought via Parent Pay.

A monthly prize draw of £15 means just one win and you have your stake back. So why not enter today, you never know you could be our next winner.



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LIBRARY NEWS



Ms Carvill writes:

The ECO Poetry Competition Results

A huge thank you to all those pupils and students who entered the Eco Poetry Competition 2024 and to all the teachers who encouraged them; especially Mrs Cadwalladr in Science and Mrs Foster and Miss Green in English.



We had a large number of entries and judging was difficult; so please don't be disappointed if you didn't win this time. A number of pupils also illustrated their poems with some impressive artwork. Well done!

The three winning poems are: Cherish by Nathan Steele, Vivid Viridescence by Charlotte Sutcliffe, and Ask Yourself by Evie Sugdon.

Those three works will be sent to the national competition. Prizes and ClassCharts will be given out this week. Special mentions also to Becca Lewin, Daniel Kemp, Dylan Noble, Lottie Skinner, Isaac Savage and Emma McDowall.



Cherish by Nathan Steele

Trees whisper secrets in the gentle breeze,
A symphony of life among the leaves.
Rivers flow with a soothing song,
Birds dance freely all day long.
Mountains stand tall, proud and serene,
A world so vibrant, so lush and green.
Let's cherish this Earth, our precious home,
Protect its wonders, wherever we roam.

Vivid Viridescence by Charlotte Sutcliffe

Vivid viridescence, like a carpet,
Encasing our ethereal market,
Our waters twisting, grotesque yet picturesque,
Our skies set ablaze, and we bathe in its glory.
Nature is thriving,
And we are surviving,
Casting a bitter shadow.
Are we really setting fire to our bridges?
Just to light the way....
Selfishness, encasing our minds,
They are closed,
But we are not,
We transpire to aid.
Vivid viridescence, like a carpet,
Encasing our still ethereal market,
Our waters still twisting, grotesque yet picturesque,
Our skies still set ablaze, and we bathe in its glory.
Still.....

Ask Yourself by Evie Sugdon

Ask yourself
How many more times the Earth has to cry out to us,
Before she goes silent?
Ask yourself
Am I human enough to know what is happening,
What my generation has caused?
Ask yourself
Why must we chop down the trees?
What did they ever do to you?
Ask yourself
Why do you not listen to the Earth?
The Earth only has music for those who listen.
Ask yourself
What if when we die the light at the end of the tunnel,
Just disappears or turns red because of your decisions.
Ask yourself
Why you don't let people in,
But you let nature out?
Ask yourself
Why.....?

Amazing Dead Cities by Becca Lewin

Ready, aim and fire,
Throw more emissions into the pyre.
Build up a surplus of atomic destruction;
Try to cover up nuclear production.
Clean water and green grass,
All yellowed and covered in broken glass.
Radiation destroying the world underneath
Our noses,
The broken thorny vines of dead roses.
A cold war that ended years ago,
On the verge of breaking out again to
Defend an ego.
Prideful people that can't understand the
Word 'No';
Every attack they make hitting low.
We live in a society that's digging its own
Grave,
A world whose peace we can only crave.



I see the sea by Lottie Skinner

I see the sea.
It's not what it used to be.
Warmer, wilder, smaller.
Taken by plastic.
Help me save it
And return it to what it used to be.

Burning by Dylan Noble

Summers are getting hotter,
Faced with spells of drought.
Our climate is now changing,
It's true, without a doubt.
Forest fires are burning,
A threat to wildlife there,
Leaving a scorched and barren land,
Looking sad and bare.

Our Consequences by Emma McDowall

Your planet,
Your responsibility.
Our home,
Our consequences.
Suffocated; your bag of plastic encases my head.
Gasping; all I wanted was to get back home.
Ambushed; I can't escape this.
Tortured; how can you do this to us?
Ensnared; your precious oil cements my wings.
Exhausted; I battled to be free of its deadly grip.
Engulfed; I fear I do not have the strength.
Tortured: how could you do this to us?
Clinging; my wooden haven high above the destruction
you bring.
Agonizing; the red flames climb to scorch my skin.
Consuming; my green home burnt to the ground.
Tortured; how could you do this to us?
Your planet,
Your responsibility.
Our home,
Our consequences.

The Changing Earth by Daniel Kemp

In days of old, the world was pure,
Nature's beauty did endure.
No smoke-filled skies, no tainted air,
Just harmony beyond compare.
But then came progress, with a price to pay,
Humans causing problems day by day.
And also machines, bold and grand.
Burning fuels, growth at hand.
The gases rose like a thickening haze,
Trapping heat; causing a global craze.
The climate shifted in ways unforeseen,
As temperatures soared, like a fever dream.
Melting ices, rising seas,
Endangered species, tumbling trees,
Extreme weather, storms so fierce.
The consequences became crystal clear.
But fear not my friend, there's still a way
To make a difference, starting today.
Reduce, reuse, recycle with might,
Small actions matter, they can make right.
Walk, or bike, instead of drive,
Conserve energy, keep hope alive,
Plant trees, embrace renewable power
For a greener world, we must empower.
So let's unite, hand in hand.
Protect the earth, our precious land,
With each choice we make, let's strive
To ensure our planet can survive.

World's Illness by Isaac Savage

Ecosystems are dying
We need to look to the future; no lying.
There needs to be more trying.
For every animal in the sea
Or for any tree,
Pollution and deforestation need to stop.
Why litter,
When you know it makes lives bitter?
Deforestation destroys all homes of critters.
The animals in the sea are choking,
The earth is smoking,
This is serious; no joking.



Care and Achievement Co-ordinators

Our Care and Achievement Co-ordinators work with specific year groups to ensure the welfare and progress of pupils and are the first point of contact for parents.

They support children to achieve academically by establishing a positive learning environment, visiting and working in lessons and supervising and supporting individuals and groups of pupils.

Our team, and their work mobile phone number which parents can use to contact them, are pictured below.



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